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ABSTRACT

This manual offers practical advice to educators on conducting a job search and obtaining a position in Alaska. Alaska Teacher Placement (University of Alaska Fairbanks) is a statewide clearinghouse for the placement of educators. Although Alaska's certification requirements are similar to those of other states, school administrators are also concerned with personality and look for educators who can cope with Alaska's unusual conditions. The greatest need for educators is in rural areas. Prospective rural teachers must consider whether they can adapt to geographic isolation, extreme weather, substandard housing, and the needs of working and living in a cross-cultural setting. Data tables outline food costs and teacher salaries in various communities. Alaska's school district organization is discussed, followed by sketches of the terrain, climate, and other features of Alaska's geographic regions. Profiles of Alaska's 53 school districts describe features of the climate, location, schools, and population and give each district's racial composition. A summary table lists districts' area in square miles, population, number of schools, enrollment, availability of district housing, and median family income. The Alaska Teacher Placement process includes registration, referral of job openings to qualified registrants, telephone interviews, and spring and summer job fairs. Suggestions are offered for learning about Alaska and applying for certification. The special skills and qualities needed in a small school and community are briefly discussed. Includes photographs, a map of Alaska's schools, contact information for school districts, and suggested readings. (SV)

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Want to Work in Alaska's Schools?

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A Guide for Educators

Alaska Teacher Placement

University of Alaska Fairbanks

RC 022007

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The cover is a reproduction of *Story of the Beads*, by the renowned Alaskan artist Fred Machetanz. Fred has been painting landscapes, animals and people of Alaska in oils and lithography for sixty years. In addition, he has illustrated numerous books authored by his wife Sara. Mr. Machetanz's work can be viewed at the Frye Museum in Seattle, the Laurence Irving Building on the campus of the University of Alaska Fairbanks, the Scripps Institute in LaJolla, California, the Captain Cook Hotel in Anchorage, the Explorers Club in New York, and in museums and libraries throughout the United States. He has been the recipient of numerous awards and honors including "Artist of Alaska" and "Alaskan of the Year."

Want to Work in Alaska's Schools?

A Guide for Educators

By MaryEllen LaBerge

Alaska Teacher Placement

February 1997

UNIVERSITY OF ALASKA FAIRBANKS

Preface

This manual is written for educators - new, experienced, Alaskan, or "cheechaco" - who want to pursue an educational career in Alaska's public schools. It is designed to provide practical advice on how to conduct the job search and attain a position in Alaska. A broad overview of many fascinating and wide-reaching subjects, the manual provides information on Alaska's educational system, including school district descriptions, salary scales, cost of living indices, certification requirements, living conditions and housing availability, Alaska geography and climate, and cross-cultural considerations affecting education. Hopefully, it will provide motivation for further research on Alaska. Whether you are an old-time Alaskan, brand new to the State, or are contemplating a career in Alaska, you should find this manual informative.

If, after reading this booklet, you have further questions about Alaska's educational system, contact Alaska Teacher Placement (ATP). At the request of the State of Alaska Department of Education and the Alaskan Association of School Administrators, and in conjunction with the University of Alaska, ATP operates as the central clearinghouse for educational placement statewide.

Contact: Alaska Teacher Placement
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"Little Switzerland" .... better known to Alaskans as Sitka - Photo courtesy of ATP

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For catalogue and admissions information, address inquiries to:
Director, Office of Admissions
University of Alaska Fairbanks
PO Box 757480
Fairbanks, Alaska 99775-7480 (907) 474-7500

Robin Deal , with the University of Alaska Chamber Orchestra, has the students at Kaktovik, North Slope, mesmerized by the story "Peter and the Wolf." And for a tree, Peter used.....an iceburg? Photo Courtesy of Robin.

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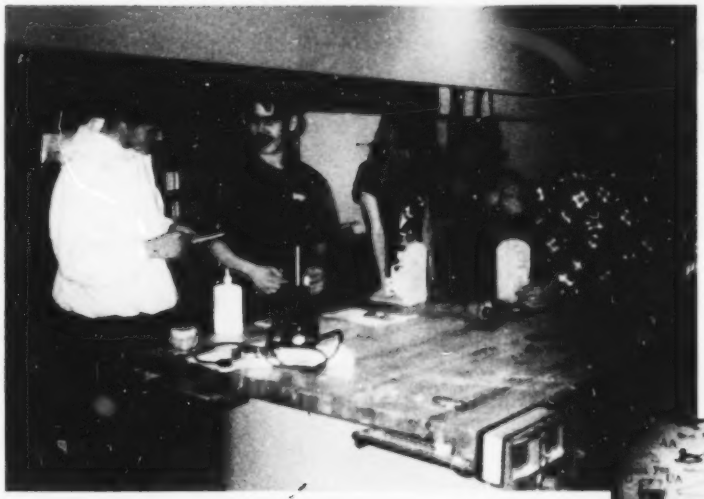
All photos in publication by MaryEilen LaBerge, Alaska Teacher Placement unless otherwise noted.

Yukon-Koyukuk intinerant speech pathologist Chris Hammergren with a young protege, in the village of Ruby.



Shop class in Yukon-Koyukuk School District.

Alaska Native language immersion class. Southwest Region School District.

Computers access to the world. A fifteen teacher site in Sandpoint, Aleutians East SD.

Part I
Opportunities in Alaska

If you are interested in teaching in Alaska, you should begin extensive research to give you as much insight into Alaska as possible. This manual will provide some general information. A more in-depth bibliography is provided at the end of this manual. If you think Alaska is the place for you, your next step should be to apply for certification through the Alaska Department of Education. An Alaskan school administrator will not hire an educator who does not possess an Alaska certification.

Alaskan school administrators want top-quality people. If you are a first class teacher or administrator with good references, are flexible about where you are willing to relocate, and have a sincere interest in Alaska and its students, then the chances are good that you can find work in our state.

The University of Alaska Fairbanks (UAF) and Alaska Teacher Placement (ATP)

Alaska Teacher Placement at UAF operates as the statewide clearinghouse for the placement of educators (teachers, administrators and other certificated staff) in Alaska's schools. ATP provides Alaskan school districts with a large central pool of applicants, working with districts so that they may consistently employ top-notch educators. ATP's applicant pool consists of educators who register with ATP for the purpose of securing employment in Alaska. These educators come from Alaska and across the nation.

ATP assists graduates of all universities. The University of Alaska does not graduate enough educators, or educators in all endorsement areas, to meet the needs of Alaskan schools. As the statewide clearinghouse for educators, ATP has an obligation to school districts and the children they serve to have an ample supply of qualified educators available for employment.

What Do School Districts Look For in Applicants?

Alaskan school district representatives prefer to meet applicants that have taken the time to familiarize themselves with Alaska and their particular district. Alaska has a wide range of geographic and cultural differences. Many of these differences are reflected in the educational system. In many smaller states educators have the choice of working in an urban or suburban-rural area with relatively minor differences between one community or the other. Alaska is not like that. Its geography, weather conditions, environment, ethnic composition, and demographic patterns are comparative to at least five other states combined; each with a different climate, culture and economic make-up. Even within the same region, dramatic differences may exist between individual towns or villages. Some regions have school sites that are not only extremely isolated, but may consist of only three to four families. High technology such as compressed/interactive videos for distance education, Star Satellite programs, hypercard programs and CD-ROMs are all used in many of these areas to attain course equity for village students.

Though Alaska's certification requirements are comparable to those of many other states, the employment of Alaskan educators requires a personal approach. In many cases, administrators are as concerned with the candidate's personality as they are with the candidate's academic background. In a small isolated village far away from any population center, personal and emotional strength are as important as having the necessary credentials. School administrators want superior educators who can cope with Alaska's diverse geography, climate, cultural complexity, isolation, and advanced technology.

While there are educational similarities between districts, each district has its own special needs. Large districts in urban areas such as Fairbanks, Anchorage, and Juneau are similar to urban communities in other states. As school districts become more rural and isolated, their needs become more unique. Educators with diverse backgrounds, who are able to instruct in more than one subject matter or grade level, are much more valuable than those with a one-subject or a one-grade specialty. Many district administrators are now requiring dual endorsements (special education is a high priority) for their elementary educators.

Is Alaska the Right Place for You?

Some people who come to Alaska with high expectations and romantic notions about 'Life in the North' leave disillusioned and disappointed. Others may stay for several years, grow weary of the long winters and ultimately head for warmer climates - only to return because they could not readjust to the outside lifestyle. One grows to love Alaska with its unique people, vitality, and spirit, none of which can be duplicated elsewhere. People tend to love it here and stay to become the "real Alaskan" (a title bestowed after at least a 10 year residency), or hate it and return home as soon as possible. Few are neutral about the state.

Geographic, climatic, cultural and economic differences between school districts in southeast Alaska and those located north of the Arctic Circle provide as large a range of contrasts as one would find between Florida and Maine. As you read about Alaska, you will be struck by the fact that only a small portion of the state is served by a road system. South-

east Alaska is accessible only by air and the Marine Highway (the state-operated ferry system). Most of the rest of the state is completely dependent on air service for inter-community transportation.

While northern Alaska has an extremely cold, arctic winter, southeastern Alaska has mild winter weather with plenty of rain. Many people who dislike cold weather, but do not mind rain (lots of it) prefer the cities and small towns of southeastern Alaska.

A knowledge of Alaska's cultures and an understanding of cross-cultural communication will be of tremendous assistance to prospective Alaskan educators. Alaska Native groups have rich and distinctive histories and cultures. The more familiar you can become with Alaska Native traditions, culture, languages and learning styles, the more successfully prepared you will be to teach in Alaska's classrooms. Many multi-cultural education courses are offered through the University of Alaska.

The greatest need for educators is in the state's rural areas. If your preference is for either an urban or southeastern district, you should expect a tighter job market. The larger communities generally have less difficulty recruiting teachers; therefore, finding employment in these sites is more difficult. Many educators will substitute teach in an urban district, waiting for an opportunity to get a full-time position. Additionally, urban districts tend to receive a large number of applications from experienced Alaskan educators in other parts of the state seeking relocation to a more urban environment or to the "road system".

If your interest is limited to Fairbanks, Anchorage, Juneau, or Matanuska-Susitna, our assistance to you will be limited. These districts have their own personnel offices which should be contacted directly for application packets and procedures. ATP assists these larger communities with hard-to-fill positions, such as special education, but most of the hiring is done from the local pool of applicants. If you are willing to teach in rural and/or urban school districts, ATP can help you with your job search. Each area of Alaska has its own beauty and identity. Do not overlook the more rural Alaskan school districts.

For the last seven years, the Alaskan education job market has been excellent. Over 800 new educators were hired each year. With a growing economy, in addition to an increase in rural and migrant populations, there is every indication that the job market in rural Alaska will remain strong.

What About Housing?

One of the questions most often asked is about housing. This is a difficult question to answer because housing varies from excellent to substandard, depending upon the specific location and cost. What is adequate housing for one person may not be for another. Some of the small isolated school districts have modern comfortable apartments available for rent at a reasonable rate while another district might rent a one or two-room cabin where an educator may have to haul his or her own water, cut wood for heat, and use a honey-bucket for plumbing. Most people manage rather well. However, the less adventuresome or those with large families may face conditions which are difficult for them to handle. The larger communities have modern facilities, no different from your own home or apartment. If you want to work in rural Alaska, you may need to forego suburban-style housing. Flexibility and a willingness to adapt to an "Alaskan" living style will serve you the best. The isolation may be the most difficult hardship to overcome. You will need to be a strong individual of independent character with many hobbies to help fill the long winter evenings.

Could you adjust to this type of plumbing? Hooper Bay. Photo courtesy of Kurt Byers, Alaska Sea Grant Program - University of Alaska Fairbanks

What is the Cost of Living Like?

While the cost of living in Alaska is higher than some places in the Lower 48, it is lower than in others. Alaskan salaries should more than compensate for any increased cost of living in a particular area.

People coming to Alaska should plan on giving up some things and gaining others, particularly if they work in a rural isolated community. For example, the cost of air travel within the state is very high but once in Alaska there may be no need for an automobile (or gasoline or car insurance payments).

The common rule of thumb is that the more rural or remote the district, the higher the cost of living and the higher the salaries. Remote districts tend to have a cost of living ranging from 25% to 50% higher than the average Lower 48 costs. In rural areas, food costs are higher and some food items may not be readily available. Many rural residents beat the system by ordering a year's supply of staple groceries directly from Seattle. Despite the air freight or river barge charges, it still tends to be a bargain. Others order directly from Sam's Club or Fred Meyer's in Anchorage or Fairbanks. These bulk discount operations will box orders up and mail it directly to the village. Bread makers, "Fruit-of-the Month Clubs" and local food suppliers all help to keep the cupboards well stocked.

COST OF FOOD FOR A WEEK (JUNE 1996)

Community	Anchorage	Bethel	Cordova	Dillingham	Fairbanks	Kenai/Soldotna	Kodiak	McGrath	Nome	Sitka	Tanana	Unalaska	Wrangell	US Average
Sales Tax (in percent)	0	5	6	5	0	5	6	0	4	4	2	3	7	
Percent of Food Unavailable	0	0	0	0	0	0	0	12	1	0	22	2	5	
Family of 2 (20-50 years)	55	87	81	93	57	65	71	112	97	66	127	77	65	70
Family of 2 (51 & older)	53	83	78	89	55	62	68	108	94	64	122	74	63	67
Family of 4, children 1-5 years	80	125	117	134	82	93	103	162	141	96	183	111	94	100
Family of 4, children 6-11 years	94	147	137	157	97	110	121	191	165	113	215	131	111	118
Children 3-5 years	15	24	23	26	16	18	20	31	27	18	35	21	18	19
Children 6-8 years	20	32	30	34	21	24	26	42	36	25	47	28	24	26
Children 9-11 years	23	36	34	39	24	27	30	47	41	28	53	32	27	29
Males, 12-14 years	26	41	38	44	27	31	34	53	46	32	60	37	31	33
Males, 15-19 years	27	42	40	45	28	32	35	56	48	32	62	38	32	34
Males, 20-50 years	27	42	39	45	28	31	34	54	47	32	61	37	32	34
Females, 12-19 years	23	35	33	38	23	26	29	25	40	27	52	31	27	28
Females, 20-50 years	23	37	34	39	24	27	30	26	41	28	54	33	28	30
% Anchorage June 1996	100	157	138	168	103	117	129	203	176	120	229	139	118	
% Anchorage June 1995	94	149	150	168	104	112		168	150	117	215			
Cost of Other Goods & Services														
Electricity, 1000 kwh	94	237	192	141	83	111	156	368	181	87	407	197	100	
Electricity, paid by State		66	63	55				165	35		121	34		
Heating oil, 55 gal.	50	80	90	86	62	54	58	126	88	77	107	68	63	
Gas, 55 gal. unleaded auto	73	97	100	96	76	76	79	160	118	89	118	98	102	
Lumber, 2x4x8	3	5	4	5	3	4	4	9	5	3		5	3	
Propane, 288 gal.	400	1104	720	1103	432					520		634	508	
Propane, 100 lb. refill	33	105	56	93	35	35		105	85	50	71	58	42	
Sewer, monthly fee	22	19	29	33	3		32	20	43	24		25	27	
Sewer, 1000 gal.		21			5									
Water, monthly fee	36	60	24	26	4		25	20	36	12		29	15	
Water, 1000 gal.		23			4									
Sewer and water, monthly	48	79	54	59	6	42	58	40	79	36		54	41	

From: Alaska Cooperative Extension, University of Alaska Fairbanks

What are the Salaries Like?

Each school district sets its own salary scale. For the most part, differences in salary from one district to another reflect the difference in cost of living. The following are some selected salary schedules (1996/97) for districts in various regions of the state.

Aleutians East Borough S.D.

Step	B	B +18	M B +36	M + 18 B + 54	M + 36 B + 72
0	$36,100	$37,574	$39,048	$40,521	$41,995
1	$37,574	$39,048	$40,521	$41,995	$43,469
2	$39,048	$40,521	$41,995	$43,469	$44,942
3	$40,521	$41,995	$43,469	$44,942	$46,416
4	$41,995	$43,469	$44,942	$46,416	$47,890
5	$43,469	$44,942	$46,416	$47,890	$49,364
6	$44,942	$46,416	$47,890	$49,364	$50,838
7	$46,416	$47,890	$49,364	$50,838	$52,311
8		$49,364	$50,838	$52,311	$53,785
9		$50,838	$52,311	$53,785	$55,259
10		$52,312	$53,785	$55,259	$56,732
11			$55,259	$56,732	$58,206
12				$58,206	$59,680
13					$61,154

Fairbanks North Star Borough S.D

Step	B	B +18	M B +36	M + 18	EdDs M + 36
0	$31,931	$33,846	$35,763	$37,680	$39,594
1	$33,846	$35,763	$37,680	$39,594	$41,192
2	$35,763	$37,680	$39,594	$41,510	$42,787
3	$37,680	$39,275	$41,192	$43,108	$44,384
4	$39,275	$40,872	$42,787	$44,704	$45,981
5	$40,872	$42,468	$44,384	$46,301	$47,577
6		$44,065	$45,981	$47,897	$49,175
7		$44,061	$47,577	$49,493	$50,770
8		$47,258	$49,175	$51,089	$52,368
9			$50,770	$52,687	$53,963
10			$52,368	$54,283	$55,560
11				$55,880	$57,157
12					$58,753
13					$60,350

Petersburg City S.D.

Step	B	B +16	M B + 48	M + 16	M + 32
0	$30,712	$32,248	$35,319	$36,854	$38,390
1	$32,248	$33,783	$36,854	$38,390	$39,926
2	$33,783	$35,319	$38,390	$39,926	$41,461
3	$35,319	$36,854	$39,926	$41,461	$42,997
4	$36,854	$38,390	$41,461	$42,997	$44,532
5	$38,390	$39,926	$42,997	$44,532	$46,068
6	$39,926	$41,461	$44,532	$46,068	$47,604
7	$41,461	$42,997	$46,068	$47,604	$49,139
8	$42,997	$44,532	$47,604	$49,139	$50,675
9		$46,068	$49,139	$50,675	$52,210
10			$50,675	$52,210	$53,746
11			$52,210	$53,746	$55,282
12			$53,746	$55,282	$56,817
13				$56,817	$58,353

Nome City S.D.

Step	B	B+ 18	M B +36	M + 18	EdDs M + 36
0	$31,820	$33,729	$35,638	$37,548	$39,457
1	$33,411	$35,320	$37,229	$39,139	$41,048
2	$35,002	$36,911	$38,820	$40,730	$42,639
3	$36,593	$38,502	$40,411	$42,321	$44,230
4	$38,184	$40,093	$42,002	$43,912	$45,821
5	$39,775	$41,684	$43,593	$45,503	$47,412
6	$41,366	$43,275	$45,184	$47,094	$49,003
7	$42,957	$44,866	$46,775	$48,685	$50,594
8	$44,548	$46,457	$48,366	$50,276	$52,185
9		$48,048	$49,957	$51,867	$53,776
10		$49,639	$51,548	$53,458	$55,367
11		$51,230	$53,139	$55,049	$56,958
12			$54,730	$56,640	$58,549
13				$58,231	$59,822

Part II
Alaska's Geographic Regions and School Districts

School District Organization

The organization of school systems in Alaska has undergone considerable change over the past two decades. At one time there were (1) independent borough school districts (a "borough" is the Alaskan equivalent of a county); (2) military base schools; (3) Bureau of Indian Affairs schools (operated by the federal government); and (4) a centralized, state-operated school system for all communities not organized under a borough or city government. Presently, all military base schools are an integrated part of the local school districts. The Bureau of Indian Affairs (BIA) has transferred its schools to local school districts. In 1976, the bulk of the state-operated school system was dismantled and 21 new school districts were created out of the unorganized regions of the state. These districts now are part of the Rural Education Attendance Area (REAA).

Regions

For educators who are unfamiliar with Alaska, the regional descriptions which follow should prove helpful. Please remember that these are only brief and general sketches.

Northwest: Stretching for 146,000 square miles, this region encompasses the arctic coastal portion of Alaska, the Brooks Mountain Range, and the North Slope. With only 20,000 people, this is the most sparsely populated area of the state. There are three major population centers: Nome, Kotzebue and Barrow. The remainder of the population live in small villages, mostly along the coast. Except for a few miles of local roads, there are no major road systems; the region is accessible only by air. Most of the terrain is arctic tundra. The climate is extremely cold in the winter with the wind-chill factor plummeting temperatures to well below zero. The population is predominantly Inupiaq and Yupik Eskimo. The school districts serving this region are Bering Strait School District, Nome Public Schools, Northwest Arctic School District and the North Slope Borough School District.

Interior: This semi-arid region is the largest in Alaska (213,000 square miles), and is dominated by two geographic systems: the Yukon River and the Tanana Valley. Fairbanks is the major population center (pop. 83,842), and serves as the transportation and supply center for both interior and northwestern Alaska. The main campus of the University of Alaska system is located in Fairbanks. While many Interior communities are connected by state highways and the Alaska Railroad, there are approximately 30 smaller communities which are accessible only by air. The climate in this region varies widely. Summers start late, but are warm (70 to 90 degrees). Winter temperatures can be extremely cold (-50 degrees or lower), and humidity levels are typically less than 15%. Outside of Fairbanks, the population is spread among a number of small towns and villages. The school districts serving this region are: Alaska Gateway, Delta/Greely, Denali, Fairbanks North Star Borough, Galena, Iditarod, Nenana, Tanana, Yukon Flats and Yukon-Koyukuk.

Southwest: This is a vastly complex region of Alaska, encompassing a wide variety of populations, geographic characteristics, and school districts. In addition to the "mainland" part of the region, Southwest includes the Alaska Peninsula, Aleutian Island chain, Nunivak Island, and the Pribilof Islands. The mainland area is dominated by the Yukon and Kuskokwim Rivers, which drain into the Bering Sea. The delta area between them is typically alluvial: flat and shallow, with little vegetation except tundra species. There are no large urban areas. The largest com-

Warm mitts for a cold winter. A classroom project in Wainwright school in Northslope SD.

has a population of about 6,000 and serves as the political and transportation center for the region. Other towns include Naknek, Dillingham, McGrath, Unalaska, and Cold Bay. Additionally, there are many small villages scattered throughout the river valleys, coastal areas, and island groups. Subsistence hunting and fishing is an integral part of the lifestyle of these communities. Bristol Bay is unique with its commercial fishing, and boasts a mean family income of $51,000. Much of this region is close to the Russia/U.S. boundary. Except for in-town streets, there are no roads in this area. Transportation is by air, boat, and snow machine. The population in the region is mostly Alaska Native: while Yupik Eskimo and Aleut Indians predominate, there are some Athabascan Indians inland. Sizable Caucasian minorities are evident in most communities, particularly the towns. Climate in the mainland area is similar to

Native culture in the schools is a top priority for many rural school districts. Lower Kuskokwim School District.

the Interior, though there is typically more wind and precipitation in the Southwest. Coastal and island areas are subject to considerable winds, snow and rain. Aleutian storms are almost legendary for their ferocity. School districts serving this region are: Aleutians East, Aleutian Region, Bristol Bay, Dillingham, Kashunamiut, Kuspuk, Lake and Peninsula, Lower Kuskokwim, Lower Yukon, Pribilof Island, St. Mary's, Southwest Region, Unalaska, and Yupiit.

Southcentral: About 65 percent of Alaska's population lives in this region. Anchorage, with a population of approximately 257,000 (42% of the population of Alaska), is the largest city in the state. Highways and ferries connect just about all of Southcentral's communities. The climate here is moderate due to warm water ocean currents around the Gulf of Alaska. Heavy snowfalls in the winter are common. The region is supported by a mixed economy; oil, commercial fishing, and transportation constitute major industries while the Copper River area around Glennallen has a significant population of homesteader families. Because of the relatively mild climate, the conveniences of urban living, and the natural beauty of the area, this region is popular among Alaskan teachers. Turnover is low compared to other areas of the state. School districts for Southcentral include: Anchorage, Chugach, Copper River, Cordova, Kenai Peninsula, Kodiak Island, Matanuska-Susitna, and Valdez.

Southeast: This region consists of the Alexander Archipelago, commonly called the "Panhandle". The entire region, except for Haines and Skagway, is accessible only by sea or air. It is a mountainous area, heavily forested, and very rainy. The waterways which run through the Archipelago are common avenues of transport. Deep fjords can be found everywhere. The economy depends almost entirely on fishing and lumber. Juneau (pop. 28,500), the largest southeastern city, is Alaska's capital. The population is comprised of Caucasians, Tlingit Indians, and Haida Indians. The Tsimshian Indians, originally from British Columbia, are the dominant group on Annette Island, at the very bottom of the panhandle. Southeast is a very popular region among teachers, and turnover is relatively low. School districts serving the region are: Annette Island, Chatham, Craig, Haines, Hoonah, Hydaburg, Juneau, Kake, Ketchikan, Klawock, Mt. Edgecumbe, Pelican, Petersburg, Sitka, Skagway, Southeast Island, Wrangell, and Yakutat.

School Districts

The next several pages contain brief sketches about each of Alaska's 53 school districts. As mentioned earlier, there are essentially two types of districts: organized borough or first-class city districts, and unorganized rural districts. The latter, officially designated as Rural Education Attendance Areas (REAA's), encompasses those regions of the state not organized under a city or borough charter. When the REAA's were set up in 1976, many of the districts chose to locate their new administrative offices in the largest local community. This allowed better communication and transportation service for the district administration.

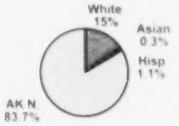
The individual school district descriptions are as follows.

Alaska Gateway School District encompasses a large area of the Upper Yukon and Tanana River regions on the Alaska Highway. The population is both Caucasian and Athabascan. Although it is a rural district, all but two of its communities are connected by road. The education program is progressive. Central offices are located in Tok.

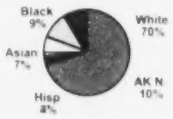
Aleutian Region School District is located on the Aleutian Chain. The district serves 25 students in the two K-12 schools of Atka and Nikolski. These schools range in size from 1 to 4 teachers. The district operates in some of the most adverse communication, transportation and weather conditions that exist in the world. Both communities are nearly 100 percent Aleut,

Alaska Native. The local economy of the communities is mostly subsistence.

The Aleutians East Borough School District is at the southern tip of the Alaska Peninsula, covers some 15,000 square miles, and includes six coastal communities with 375 students. The children of the borough have a common ancestry, primarily Aleut, Scandinavian, and Russian. Each school provides a K-12 program and school sizes range from 10 to 155 students. Teaching staffs vary from 2-16 teachers. The coastal climate produces a fair amount of wind and rain with winter temperatures averaging around 20 degrees. The school district is looking for individuals who are excited about teaching and learning with high technology, distance delivery, STAR/STEP, Saxon Math, Windows on Science, and whole language. Individuals who would enjoy a rural teaching experience should consider applying. Salary and benefits are competitive. Transportation to this district is either by ferry or air, with the cost of a round trip ticket to Anchorage averaging $800. Borough revenue comes from a 2% tax on raw fish and contributes approximately 20% of the district operating budget. Each community levies a sales tax of about 2%.



The Anchorage School District is the largest school district in Alaska. It is located in Anchorage, the largest city in the state. The school district enrolls about 48,000 students, which is about 40 percent of the student population in Alaska. Because of its size and relatively moderate climate, the Anchorage School District attracts more teacher applicants than any other area of Alaska. It is a popular district and has few problems finding qualified candidates to fill most openings, with the exception of those requiring special certification, such as special education. The district charges a $25 application processing fee.



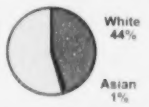
Annette Island School District, the southernmost school district in southeast Alaska, employs approximately 36 teachers and 25 classified staff. Annette Island is the only Indian reserve in the State; Metlakatla has a population of approximately 1,960 residents, 96% of whom are North American Indian, primarily Tsimshian. The campus consists of a K-5 elementary school (200 students), a 6-8 middle school (100 students), and a high school (100 students). Transportation to the island is provided by ferry several times each week and float plane service several times daily. Metlakatla enjoys a maritime climate with mean summer temperatures of 65 degrees and winter temperatures of 42 degrees with an annual rainfall of 140-180 inches/year. Major industries of the community are a lumber mill, commercial fishing, and a cannery. Opportunities for recreation include boating and fishing, hiking, clamming, crabbing, and cable television.

Bering Strait School District serves fifteen isolated villages on the Seward Peninsula, which are located at the eastern end of Norton Sound. The district also includes St. Lawrence and Little Diomede Islands. Enrollment consists of approximately 1,800 Alaska Native students: Inupiaq, Central or Siberian Yupik. The area covers approximately 80,000 square miles and is accessible only by bush aircraft. The district office, in Unalakleet, operates preschool through high school programs at Brevig Mission, Diomede, Elim, Gambell, Golovin, Koyuk, Savoonga, Shaktoolik, Shishmaref, St. Michael, Stebbins, Teller, Unalakleet, Wales and White Mountain. Each village school has a principal or teaching principal and teaching staffs that vary in size from 6 to 18, depending on school population. The basic educational programs focus upon academic excellence through a strategic plan that incorporates mastery learning, control theory and the best teaching practices based upon research.

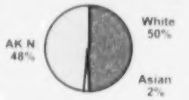
The Bristol Bay SD is located in the southwestern part of Alaska. The borough has three communities: King Salmon, Naknek and South Naknek, wih a year-round population of approximately 1,500. All students from King Salmon are bussed daily to the Pre-12 school in Naknek where they are joined by the 6-12 students from South Naknek who are flown in daily. The Pre-12 program has an enrollment of 325 students. The Pre-5 school in South Naknek has 25. The Bristol Bay Borough was the first borough formed in the state with its main objective of running its own schools. The assembly continues to be very supportive of the school. Although the district does not provide employee housing, there is adequate housing. The principle economy of the borough is based on the fishing industry. A 3% raw fish tax is collected on all fish sold in the borough.There is no sales tax, but the borough levies a 7 mil personal property tax and a 7 mil real property tax. The borough is approximately a one hour flight by jet from Anchorage to King Salmon and is served by Peninsula Airways with 2 daily flights. Bristol Bay has 28 certified staff and 19 classified personnel.

With the school in the background where she teaches, Julie McHenry, a UAF graduate, stands outside the village of SandPoint in the Aleutians Region SD

Chatham School District is one of three rural districts in southeastern Alaska. The main school is located in Angoon, on Admiralty Island, and serves 164 students with a staff of 14. Other schools range from one teacher sites such as Elfin Cove, Tenakee Springs and Hobart Bay, to Gustavus with 82 students and 8 teachers. Klukwan, and Cube Cove are sites with 3 teachers and 28 students. The district is in the process of revising its district-wide curriculum. The Chatham School District is the fifth largest school district in land area, approximately 44,000 square miles, or about the size of Ohio. The climate is mild maritime. The main geographical features in the district are the Admirality Island Monument, Glacier Bay National Park, and the Tongass National Forest.

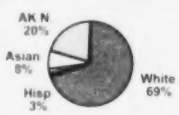


Chugach School District, based out of Anchorage, serves five communities throughout Prince William Sound. Whittier, on the western shore of the Prince William Sound, is the southern terminus of the Alaska Railroad. Tatitlek, an Aleut village with a 3 teacher school site, is located on the eastern shore between Valdez and Cordova. Chenega Bay, also an Aleut village, has a state of the art school which is one of the finest rural facilities in the state. Icy Bay is a logging camp school located on the Gulf of Alaska, near Yakutat. Two Moon Bay is a logging camp school across the bay from Tatitlek. Both of these schools are a one teacher site. The district serves another eight isolated sites with a home-study program. The district encompasses some 22,000 square miles, about the size of New Jersey, and averages 150 students. Maritime weather prevails, with winter temperatures ranging between 12 to 25 degrees.



Copper River School District, with a student population of 650, is located within the Copper River Basin. It is virtually surrounded by mountains, the most prominent range being the Wrangells. The ten schools, scenically located, have their district offices at Glennallen. Although the district covers approximately 23,000 square miles, all schools are accessible by road. The area encompasses some of the best sport hunting and fishing territory in Alaska with the weather ranging between highs of 80 and lows of -50 degrees. The people of the area have multiple interests in homesteading, small business operations, Native Alaska corporations, and government employment. Due to a significant Native population, predominantly Athabascan, the area's development is strongly influenced by the indigenous culture .

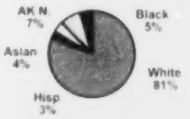
Cordova City School District is one of the many small town districts which dot the southern Alaska coast. Cordova is a fishing community located at the eastern end of Prince William Sound, approximately 160 air miles southeast of Anchorage. The town is only accessible by air or ferry from Valdez, Seward, or Whittier. Cordova has a population of approximately 2500 in the winter and swells to about 4000 in the summer. The community is the home of the annual Iceworm Festival held in early February. The Copper River Delta Shorebird Festival is held the first week of May. Hiking and sport fishing are some of the popular pastimes in Cordova. Cordova City School District has an enrollment of about 545 students, certified staff of 35 and classified staff of 25. Two schools make up the district, a K-6 elementary school and a 7-12 Jr/Sr high school. Swimming is part of the curriculum at the elementary school and the Jr/Sr school offers many extra-curricular activities such as basketball, wrestling, swimming, volleyball, annual/newspapers, problem solvers and many others. Apple computers are used mainly in the elementary school while the Jr/Sr high school has both an Apple lab and an IBM compatible computer lab with Internet access.



Craig City School District is one of three city school districts on Prince of Wales Island in southern Southeast Alaska. Craig, with a population of 1950, is located 55 miles northwest of Ketchikan and about 675 air miles from Seattle. The climate is temperate with typical winter temperatures in the 40's climbing to the upper 60's in the summer. Sport fishing is "world class" with king salmon, halibut and steelhead being the most sought after species. The tourist industry is growing by leaps and bounds and is expected to continue growing. Commercial fishing and logging provide the mainstays of the local economy. In the future, mining is expected to have a major influence on the island. Prince of Wales Island is the only island in Southeast Alaska with an extensive road system. There are about 200 miles of State maintained roads and about 2,000 miles of Forest Service developed roads. Craig City School District has 424 (K-12) students and 30 certified teachers. Teacher turnover is rare.

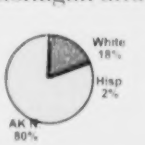
Even the most isolated villages have their own road system in rural Alaska. Kaliganek, Southwest Region SD.

Delta-Greely REAA School District presently serves the communities of Delta Junction, the Interior's second largest city with a population of 1,100; Ft. Greely Army Base with a population of 1,314; the Big Delta, Clearwater and surrounding communities with an estimated population of 2,700, and the Village of Healy Lake. The present local economy is based primarily upon civilian employment at Ft. Greely; federal, state, and local agencies; agriculture; the Trans-Alaska Pipeline; and various local businesses. The district offers a comprehensive K-12 program to approximately 850 students.

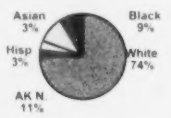


The Denali Borough School District, located in interior Alaska, includes 3 schools along an 80 mile stretch of the Parks Highway 250 miles north of Anchorage and 110 miles south of Fairbanks. The district, which is sparsely populated with less than 2,000 residents, has its district office at Healy. Considering the small size of the towns within the district, the schools are a real focal point of the communities. Anderson, with a population of 520, is located near the Clear Air Force Station, an early warning missile tracking site. About 90% of the working residents are employed as civilians on the air force base. Enrollment: 100 students, K-12, with 12 certificated employees. Healy, the most populous (750) and diversified community in the district, is 12 miles from the entrance to Denali National Park. In addition to the post office, there is an itinerant magistrate, a medical clinic and offices for Railbelt Mental Health and Addictions. Residents are employed by the Usibelli Coal Mine, Golden Valley Electric Association, the Alaska Railroad, Denali SD and small local businesses. Tri-Valley School in Healy has 185 K-12 students, the majority of which are bused from a 25 mile area. The school staff has 16 certified and 10 classified employees. Cantwell, located 30 miles south of Denali National Park, provides a majestic view of Mt. McKinley. Residents live mostly a subsistence lifestyle, along with guiding and operating a few small local businesses. This is the only community in the district with a significant native population, primarily Athabascan Indians. Many of the 25 students are bused. Winter weather is severe. Cantwell tends to have milder temperatures and more snowfall than the areas north, and Cantwell and Healy vicinities have severe winds. Temperatures in the northern part of the district range from -60 F to +90 F degrees.

Dillingham City School District is located on Nushagak Bay at the confluence of the Nushagak and Wood Rivers, a part of the Bristol Bay Region of southwestern Alaska. It is 350 air miles southwest of Anchorage, and has a permanent population of about 2,300. Dillingham is the heart of the world's leading salmon fishing and is among the finest outdoor areas in the state. The terrain is taiga between Nushagak Bay and the nearby beautiful mountains form the Wood-Tikchik lake and river system. Average temperatures range from 60 degrees in the summer to 0 degrees in the winter (strong winds can produce wind chill factors of -50 degrees). School enrollment is about 520, with a teacher-student ratio of about 1:16. Approximately 80% are Yupik and Aleut children. The elementary, middle and high schools offer comprehensive programs in regular instruction, vocational, bilingual and special education as well as a wide variety of student activities and athletic programs. Schools are all equipped with computers and telephones in each classroom.



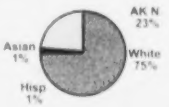
Fairbanks North Star Borough School District is the second largest district in the state, with an enrollment in excess of 16,000 including military dependents at Ft. Wainwright and Eielson Air Force Base. Fairbanks serves as the government, supply, and transportation center for Interior Alaska. The district employs over 1,000 teachers in the district's 30 schools. As with other urban districts in Alaska, Fairbanks is popular among Alaskan teachers. In the past the job market has been fairly tight but a larger number of vacancies will exist in future years in specialty areas.



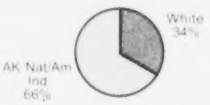
Galena City School District is located on the Yukon River, about 272 air miles west of Fairbanks. The terrain is taiga with gentle rolling hills. Access to Galena is by air only. Galena has a population of about 530, most of whom are Athabascan Indians. Elementary and high school attendance total 160, of which 90% are Alaskan Native. As with most river communities, Galena is served during the summer months by a barge line which delivers heavy equipment, fuel oil, groceries and other supplies. The district boasts 3 grocery and general merchandise stores. Housing is available through Gana-A 'Yoo, the local native corporation, and individual homeowners. Two outstanding bed and breakfasts and a new cafe serve visitors in Galena. A local radio station, KIYU, serves the communication and information needs. The district is spread out among an old and new townsite, and a small Air Force installation. There are about 14 miles of local roads. Galena serves as the transportation, government, and commercial center for the western Interior. Federal, state, city, and village government jobs dominate, but other jobs in air transportation and retail businesses exist. A laptop computer loan program was initiated in grades 9-12 to improve student access to technology and a network has been installed. School-to-work programs and opportunities are being implemented and curriculum revisions continue. Year-round temperatures range from 90 to -60 degrees.

Haines Borough School District is located about 65 air miles northwest of Juneau on a narrow peninsula at the upper end of the Lynn Canal. The district enrolls about 150 high school and 280 elementary/middle school students, with 36 certified teachers. A remote, K-4 school (10 students) at Mosquito Lake is

staffed by one teacher. The district student population is composed primarily of Caucasians and Tlingit Indians. Students consistenly score above the national average on standardized tests, and 75% of the graduates pursue higher education. Haines is served by the state ferry system, daily air service from Juneau, and by a road system from Haines Junction (Yukon Territory) which connects to the Alaska Highway. The local economy depends on forestry, commercial fishing, and tourism. Average temperatures range from 58 degrees in July to 23 degrees in January.



Hoonah City School District (HCSD) serves a Tlingit Indian village site whose history dates back more than 400 years. Hoonah is accessible by ferry or scheduled air carrier from Juneau. Winter is mild, and annual rainfall averages 70 inches. The city population is about 1,000, two thirds of whom are Alaska Natives. The major economic activity is salmon fishing and logging. As housing is not provided by HCSD, employees must find their own housing arrangement. There are several rentals in Hoonah, both apartments and houses, but this is a problem at times. Hoonah Schools are VERY UNIQUE in the following ways: 1) There is a beautiful olympic-size swimming pool, complex complete with a fitness center, new gymnasium, and extra classrooms; 2) There is a highly tenured teaching staff of 22 persons, most of whom come to Hoonah and remain in the community; 3) Hoonah is completely networked on the Internet and has two complete computer labs - one at the elementary and one at the high school; 4) There is a very wide variety of course offerings for a high school with such a small student body of 283; 5) Students are involved in basketball, volleyball, wrestling, Battle of the Books, Native dancing, Tlingit language classes, native arts and much more.



Hydaburg City School District is located on the southwestern side of Prince of Wales Island, about 45 miles due west-southwest of Ketchikan. The island is heavily forested with rugged mountains, and wet spongy muskeg. Except for the locations of the villages and logging camps, the island lies in the Tongass National Forest and is the site of much logging activity. Hydaburg's population is about 460 and varies according to seasonal migration related to the fishing industry. School enrollment is approximately 120 students, with 14 certified staff. Hydaburg is composed of 91 percent Haida Indians and is the only Haida village in the United States. Traditional lifestyles are tied closely to the sea. Traditional arts are kept alive by today's Haidas in the forms of carvings, painting and design, beading, and song and dance. Hydaburg is accessible by both ferry and air from Ketchikan. A road connects Hydaburg with Craig, 40 miles to the north. Employment in Hydaburg is somewhat seasonal and mostly related to fishing and logging. The principle employers are the school district and the City of Hydaburg. Climate is typical of southeastern Alaska; mild winters and heavy rainfall. Annual precipitation averages 150 inches. Often the rain is accompanied by high winds.

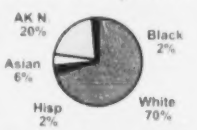
Iditarod Area School District is one of the largest rural districts in land size, being slightly larger than the state of Ohio. Despite its size, it serves only 400 students. The district includes one to 12 teacher school sites along the Yukon River and the Kuskokwim river. The district offices are in McGrath, about 225 air miles northwest of Anchorage. Travel between the sites is by small plane. Despite its remoteness, this district enjoys considerable popularity among rural teachers, primarily for its dedication to quality education for students and excellent working relationships among advisory school board members, certificated, and classified staff. The Iditarod Area School District strives to hire Alaska Native and other mi-

A typical Southeast Alaska scene.

How would you like to teach a roomful of these sweethearts?

nority teachers for their certificated positions. Many of the teaching positions will be a combination of grades and/or subject area. IASD is a district for those energetic, resourceful individuals who can tolerate ambiguity and some degree of isolation. Although the district does not provide housing, it does provide assistance. Rentals range from one room cabins with no utilities to large houses with many of the normal amenities. Winters are typifed by heavy snowfall and low temperatures that can be as severe as -60 F. Summers are short, with temperatures up to +80 F. These conditions make camping, hiking, x-country skiing, mushing, snowmaching, fishing, hunting and photography excellent outdoor activities.

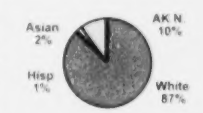
Juneau City and Borough School District is the fifth largest school district in Alaska, serving some 5,400 students. The capital city is accessible by boat and air only. However, there is an extensive local network of roads, and most people find a car is necessary. The district is a popular one, and generally fills most position openings by early summer. As the meeting-place of the state legislature, Juneau experiences a visible period of hustle and bustle beginning each January. The climate and terrain features are typical Southeastern.

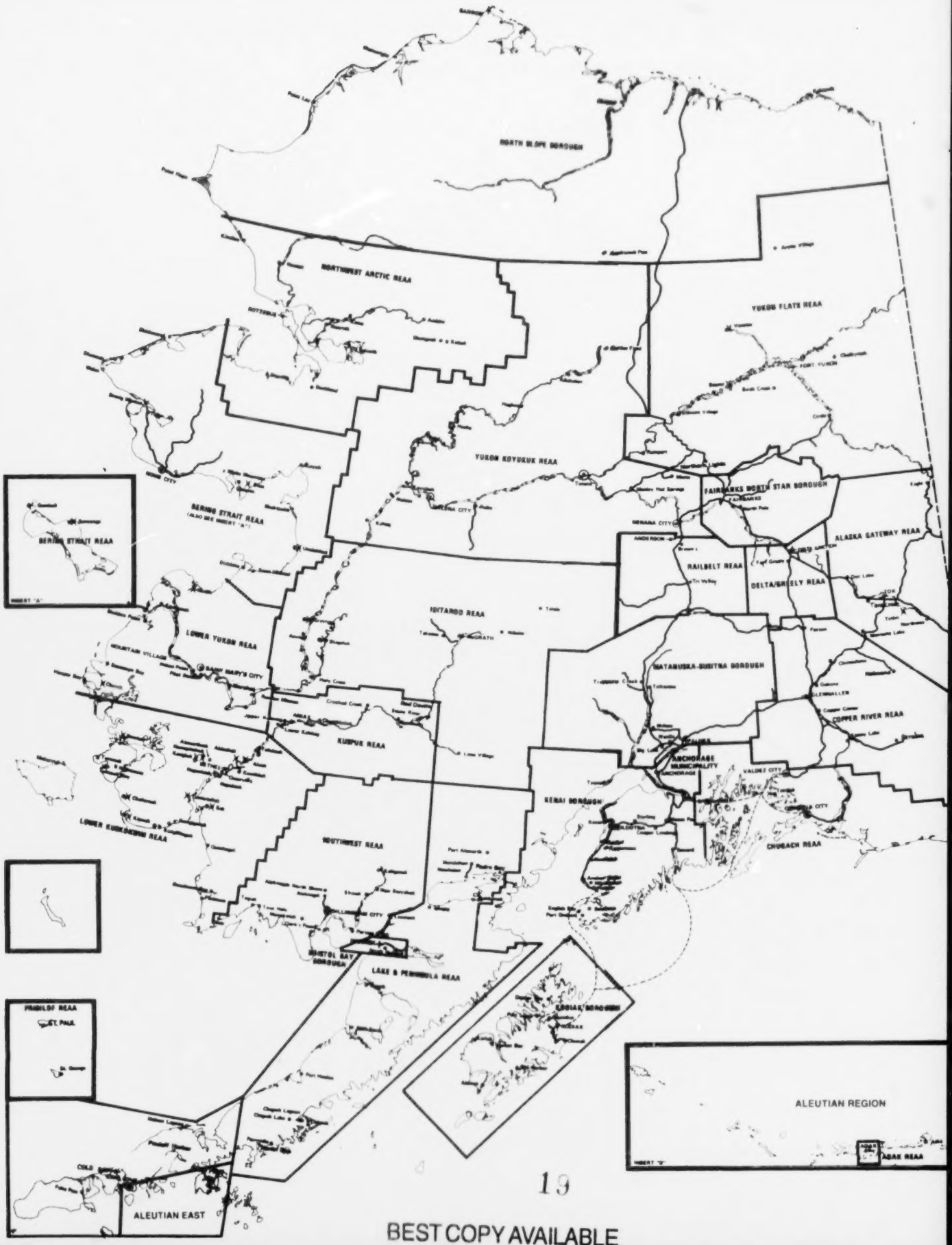


Kake City School District is located on Kupreanof Island, about 70 miles south of Juneau. There are about 750 people in Kake, including about 195 students. Kake enjoys a delightful climate, with less than the abundant rainfall of its neighbors. There is no road access. Transportation in and out is via the twice-a-week ferry or by daily air connections with Sitka, Juneau and Petersburg. Kake's economy is based on commercial fishing, logging, commercial and government services. The major employers are Kake Tribal Corporation, the School District, and the City of Kake. Kake is an extraordinarily beautiful area with bountiful opportunities for outdoor recreation. Kake seeks to employ sensitive, person-oriented staff members who also have very high academic and personal expectations for students. Housing is usually in short supply and seldom luxurious. Rents vary from $400 to $800 per month, utilities not included. Teaching in Kake is a joyful experience for teachers who have taught in more urban surroundings. Students are polite and friendly, and parents are accepting of teachers' efforts to become personally acquainted.

Kashunamiut School District is a bilingual Cup'ik Eskimo community located in Chevak approximately 20 miles inland from the Bering Sea. The area is primarily tundra with no trees or high mountains in the area. The population of 650 is served by a single site REAA school district. Approximately 22 certified staff members are employed to teach 250 students grades K-12. The school district has housing available complete with furniture, water, heat, electricity, washer and dryer for a reasonable monthly rate. The bilingual program offers Cup'ik language and cultural heritage for grades K-12. Chevak is served daily by flights from Bethel (one hour ride). During the summer months Chevak is also served by river barges. The chief means of support in the village are seasonal employment, herring fishing, positions with the city, school district, stores, air carriers, and subsistence living. The community has stores that supply food, gas, frozen dairy and meat products, some fresh vegetables, and some clothing and hardware. Chevak has a health clinic, city hall, post office, community hall, Catholic church, VPSO, traditional council, national guard armory, public laundry and shower facility, and recreation center.

Kenai Peninsula Borough School District (KPBSD) is the fourth largest district in the state, serving over 10,300 students. Located on the road system 140 miles southwest of Anchorage, the district has 36 schools in 21 different communities. Four of the villages served by KPBSD have no road access. The KPBSD has long enjoyed a well-earned reputation as a school district of excellence. The keys to the academic and extended program distinction are the teachers, administrators, and support staff who have continued to increase diligence, creativity and length of work days to compensate for a chronic shortage of funds. Another contrib-





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ALASKA SCHOOL MAP

including
CITY SCHOOL DISTRICTS
BOROUGH SCHOOL DISTRICTS
REGIONAL EDUCATIONAL ATTENDANCE AREAS

Revised November 1985
Department of Education

Prepared by the
STATE OF ALASKA

DEPARTMENT OF TRANSPORTATION & PUBLIC FACILITIES
IN COOPERATION WITH THE
STATE OF ALASKA
DEPARTMENT OF EDUCATION

LEGEND

- REAA OR BOROUGH SCHOOL LOCATIONS
- CITY SCHOOL DISTRICT LOCATIONS
- REAA DISTRICT HEADQUARTERS
- BOROUGH DISTRICT HEADQUARTERS

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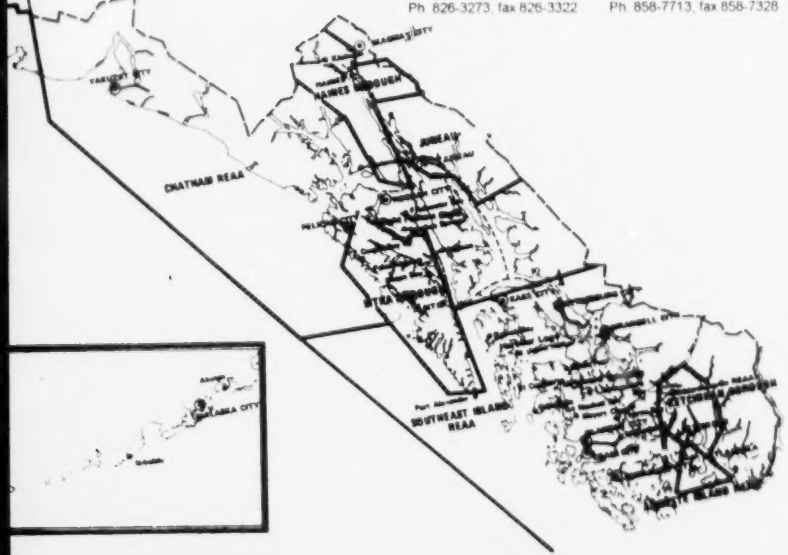

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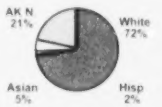
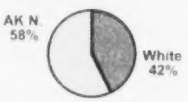
uting factor is the parents, who not only make an ever-increasing financial contribution to the district, but also take an ever-growing advisory role in the affairs of the district. The Kenai/Soldotna area is the hub of the central peninsula. The school district, an EEO Employer, endeavors to hire Alaskan residents first for teaching positions, especially those who reside on the peninsula. The KPBSD welcomes all qualified, interested applicants.

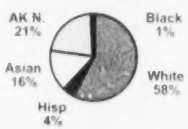
Ketchikan Gateway Borough School District, at the bottom of the Panhandle, is a thriving community of about 14,000 people. Tourism, logging, and fishing are the major industries. The city is accessible by major airlines, and is the first northbound stop on the Alaska ferry system, serving approximately 400,000 tourists each year. With a professional staff of approximately 180, Ketchikan Gateway BSD serves about 2,825 students. The district makes every effort to maintain a favorable parent/teacher relationship. There are 4 elementary schools, one middle school, one high school, and one alternative high school. A curriculum director implements and updates curriculum and has recently revised the math and language arts programs. Although the school district does not provide housing, they will assist in whatever ways they can to accommodate new hires. There is no provision for relocation. Cost of living is higher than some cities north of Ketchikan. Rents range from $600-$700 per month for 1 bedroom apartments and up to $1000 or more for 3 bedrooms. Houses run from $120,000 and up. Rainfall averages 150 or more inches annually.



Klawock City School District, located on the western side of Prince of Wales Island, serves a small Tlingit Indian community of about 900. The K-12 population of about 200 is served by a certified staff of 20. Of these students, 58% are Alaska Native. Climate in Klawock is similar to other southeastern communities: mild winters and heavy rainfall. The Prince of Wales Island road system joins Klawock with the other island communities. Transportation between Klawock and the mainland is by boat or air.



Kodiak Island Borough School District serves over 2800 students in 15 schools around the Kodiak archipelago. The district encompasses over 6,800 square miles, is slightly larger than Connecticut, and has eight schools accessible only by air and water. Teacher housing is available in all villages with either borough-owned or community-leased houses. Kodiak Island enjoys a moderate climate with considerable rainfall. Kodiak is accessible by air from Anchorage and state ferry from Seward and Homer.



Kuspuk School District is a rural district along the middle portion of the Kuskokwim River, serving eight river villages. The district office is located in Aniak. Total student population districtwide is approximately 450. Each village school has facilities for high school as well as elementary instruction. The smaller schools up-river rely to some extent on itinerant teachers for specialized subjects such as special education. Area principals serve several school locations with principal teachers at each school. Travel between locations is usually by single engine airplane, by boat or snowmachine travel on a seasonal basis.

Lake and Peninsula School District, comprised of approximately 28,000 square miles, provides services to approximately 600 students. The area includes most of the Alaska Peninsula, from Lake Clark in the north down to Ivanof Bay. Altogether the district furnishes services to 17 villages with 15 different schools. Many of the schools are newly constructed. The largest school, Newhalen, has an enrollment of about 85 students. The district offices are located at King Salmon which is 55 minutes by commercial jet from Alaska's largest city, Anchorage. Most of the district's communities are coastal, and commercial salmon fishing is the major industry. The Peninsula's population is composed of Aleut, Athabascan, Yupik Eskimo, and Caucasian. The climate is moderated by the Pacific Ocean on the south side of the Peninsula and Bristol Bay on the north side. Coastal storms, with accompanying high winds, can be especially severe during the months of December and January. There are no roads connecting the villages so travel is by small plane.

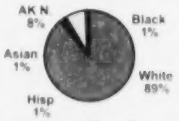
Lower Kuskokwim School District is the largest of the rural area districts, serving more than 3,300 children in 25 villages. The district encompasses all of the Kuskokwim River delta area, plus Nunivak Island. Most of the area is flat, treeless tundra with many lakes and rivers. The district is headquartered at Bethel, a bustling town of 5,000. Lower elementary grades are taught in Yup'ik in most communities. The co-curricular program is an important and integral component of the curriculum. Support services are available including special education, native education, bilingual education, vocational education and Chapter I. The district office houses many of the support service units including its special education staff, state and federal programs staff, a full media center and print shop, a bilingual education center, business, curriculum, and personnel offices and the maintenance department. Bethel receives jet service from Anchorage several times each day. Villages are served by several daily air carriers, and many can be reached by bush plane, snowmobile, or riverboat.

Lower Yukon School District is located on the tundra/delta area of the Yukon River and on the eastern edge of the Bering Sea. The district serves some 1,900 central-Yupik students, grades K-12, in eleven villages. The river communities of Russian Mission, Marshall, Pilot Station, Pitkas Point, Mountain Village, Emmonak, and Alakanuk complement the

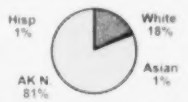
Russian Orthodox Church in Kwethluk, Lower Kuskokwim SD

coastal villages of Kotlik, Sheldon Point, Scammon Bay and Hooper Bay. Student enrollments vary from site to site with less than 50 to more than 400. The district office for this vast 20,000 square mile district is located in Mountain Village where the only road, twenty miles long, connects a second village, Pitkas Point. Bush plane is the most common mode of travel within the region. Fishing boats navigate the fluid Yukon, and snowmobiles travel the frozen river in the winter, which serves as an abundant life-line connecting all villages year round. Teachers live in district-owned housing, and, if single, frequently share quarters with another teacher. Furnished housing includes running water, flush toilets, refrigerator, stove, freezer, washer & dryer. Each teacher must adapt his/her living and learning environment to the village milieu.

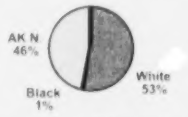
Matanuska-Susitna Borough School District encompasses a region commonly known as Alaska's "bread basket" since it is the state's major agricultural center. It is the third largest school district encompassing 20,544 square miles and serving approximately 12,000 students. It has 27 schools, with Skwenta being the smallest school with 16 students, and Colony High, the newest high school in the district, the largest with 950 students. Because of its relatively moderate climate, proximity to Anchorage, and excellent recreational opportunities, it is considered a very desirable area. Major communities in the Borough are Palmer and Wasilla. The population is largely Caucasian, several of whom are homesteading families. The district employs about 850 teachers.



Mount Edgecumbe High School is a state operated boarding school established for Alaska high school students who reside in areas where no high school exists or the high school program is limited due to small numbers of students. The school is located on Japonski Island, one-quarter mile by bridge from Sitka. Over 100 Alaskan communities are represented among the 285 students, grades 9-12. Certified staff consist of nearly 20 teachers and counselors. The curriculum emphasizes rigorous academic preparation centered around core subject areas of science, English, mathematics and social studies. Emphasis is also placed on computer technology, Pacific Rim studies (including Japanese, Chinese and Russian languages), and personal wellness. Other elective course opportunities are available through a partnership with the University of Alaska Southeast-Sitka, whose campus is located adjacent to Mt. Edgecumbe High School. Staff reside in privately owned/leased homes in Sitka. Housing is considered high, with homes leased from $800-1200 per month or purchased at prices ranging from $150-200,000+. All certified staff are State employees, with salaries determined by the State of Alaska. Mt. Edgecumbe High School is a closely knit community, bound by strong values and tradition. Everyone, staff and students alike, are engaged in a continuous learning process.

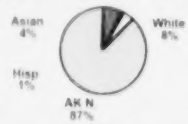


Nenana City School District is located 55 miles south of Fairbanks, and is accessible by car, air, river, and by the Alaska Railroad. The community is an important part of the Interior's transportation network, as it provides the main docking and loading facility for the barge line which delivers supplies to the Yukon River villages each summer. The district serves 160 children, and employs 15 teachers. As all the interior, the winter temperatures can drop as low as -60 degrees while the summer climate can climb as hot as +80 degrees. Snowfall can be heavy.



Nome Public School District serves the City of Nome; the district enrolls 811 students. Nome itself is a dynamic town, reflecting its twin heritage of Eskimo culture and the gold rush days. It has one of the highest salary scales in the state, but it also has a high cost of living. While winter temperatures are warmer than Fairbanks, offshore winds produce chill factors and pile up large snow drifts. There is a local network of roads, but the city is accessible only by air. Nome does have daily jet service. Nome has a very successful school within-a-school program, alternative high school, and pre-school, in addition to the elementary and jr./sr. high schools. Modern living accommodations are available in the community with rent ranging from $600-$1200 per month.

North Slope Borough School District covers the top of Alaska and is entirely above the Arctic Circle. Sweeping 650 miles from east to west and covering 88,000 square miles, the district is the size of Minnesota, but with just a fraction of its population. The district offices and largest school populations are at Barrow, the northernmost city in the United States, located 350 miles north of the Arctic Circle. Of the Borough's 7,000 people, over 87% are Inupiaq Eskimo living in eight widely separated villages. The district enrolls over 2,100 students and employs approximately 500



This isn't Kansas, Toto! Flying into Anaktuvuk Pass in the North Slope SD. If flying is stressful to you, Alaska may not be the place for you.

people. There are over 200 certified teachers, one third of which have masters degrees and above. Barrow has jet service from Fairbanks and Anchorage; outlying villages depend on light planes for travel. New schools have been constructed in each community over the past several years; housing is available through the District.

Northwest Arctic Borough School District (NWABSD) operates schools in eleven villages for approximately 2,000 students. Schools range in size from Kobuk, with 25 students and two teachers, to Kotzebue, with 750 students and 50 teachers. The student population is 97% Inupiaq Eskimo. The district's main goals are to prepare students to be contributing members of a rapidly changing society and to preserve the uniqiue heritage and values of the Inupiaq culture. District programs strive to incorporate traditional activities into all phases of the curriculum. The NWABSD covers almost 39,000 square miles in one of the world's most beautiful and pristine areas. Most of this region is arctic tundra lying north of the Arctic Circle. The region is bordered on the north by the Brooks Range and contains the Great Kobuk Sand Dunes, the Kobuk Valley National Park, Selawik National Wildlife Refuge amid Noatak National Preserve. Wildlife is abundant: caribou, moose, bear, salmon, and sheefish provide a significant portion of the local diet. Summer temperatures average in the mid-50's, occasionally climbing into the 80's. Winter temperatures are routinely below zero, sometimes reaching -50 degrees. Snow covers the ground from October until May. The school is the center of the village activites. Teams compete in cross-country running, basketball, volleyball and wrestling. Each village has a health clinic staffed by trained health aides with periodic visits by doctors and dentists. Kotzebue has a new hospital providing non-surgical health care for the entire region. Kotzebue has daily jet service and several local commuter airlines service the surrounding villages.

Pelican City School District, with about 25 students, is Alaska's smallest school district. This fishing community is located along a narrow channel on Chichagof Island 20 miles from Glacier Bay National Park in southeastern Alaska. The district employs about three teachers.

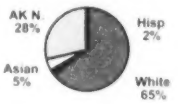
Petersburg City School District has a student population of 760 students in a community of 3,600. Because of its location and ancestral descent, Petersburg is often called "Little Norway". The economy is primarily commercial fishing and logging. The community also includes many Tlingit, forest service, and coast guard families. The staff of about 55 serves an elementary school of 377, a 172 student middle school, and a high school of 203. It is very stable with considerable competition for the vacancies that do occur.

Pribilof School District at St. Paul is perhaps the most isolated school district in Alaska. The district includes the Aleut populations of St. Paul and St. George Islands, which are located in the Bering Sea more than 800 miles from Anchorage. The Pribilof Islands are a major seal rookery, and the Aleuts were originally settled there by the Russians in the 19th century to hunt seals and otters. The district enrolls about 160 students, most of whom live on St. Paul Island. There are about 17 teachers.

St. Mary's School District serves about 140 students and is located about a mile above the confluence of the Andreafski and Yukon Rivers in western Alaska. Sitting about 80 miles from the Bering Sea, St. Mary's is about 450 miles west and north of Anchorage. The nearest large community, Bethel, is about 100 miles south, and the Yukon-Kuskokwim Delta Wildlife Refuge is just to the east. The district serves the only community in the Yukon-Kuskokwim Delta that is organized as an independent first-class city and is a leader in the implementation of bilingual-bicultural education. With a population of 456 people, this small Yu'pik community has cable television, digital phones, long distance education, excellent water and sewer and 24 miles of road. St. Mary's School District developed by gradually assuming responsibility for the schooling function formerly provided by St. Mary's Catholic Mission, who established the noted St. Mary's High School (closed in 1987). The school is on the Internet with a web site being developed by the students. As a part of the Star Schools program, the world is brought to this community in an interactive educational mode. St. Mary's airport is the transportation hub for several surrounding villages, with daily flights to Bethel and Anchorage.

Sitka School District is located in Sitka, which is on the west coast of Baranof Island. Four school

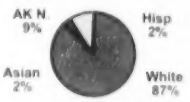
sites, Baranof Elementary school (Kindergarten and 1st grades), Verstovia Elementary (2-5), Blatchley Middle School (6-8), and Sitka High (9-12) house 1,750 students. Approximately 28% are Alaska Native. Sitka's climate is characterized by mild temperatures; 55 degrees in July and 32 degrees in January and abundant precipitation due to the temperate rainforest. The current population is approximately 8,500 people. Fisheries, government, education and tourism are the industries which have risen dramatically in recent years. Sitka is also the site of St. Michael's Cathedral, the center of the Russian Orthodox Church in Alaska. Sitka has attained state and national acclaim for its Summer Music Festival and many other fine arts activities.



Totem Pole Park in Sitka, Alaska. Photo courtesy of ATP.

Skagway City School District serves this small community at the northern end of the Panhandle. As Skagway is the northern terminus of the Alaska Marine Highway, the tourist industry flourishes. Skagway is connected to Whitehorse (Yukon Territory) by a paved highway, which is open year round. Trans-shipment of lead/zinc ore, fuel and freight occurs via the port and Klondike Highway to and from Canada. The district has an enrollment of about 143 and employs 14 teachers. Turnover among the faculty is low, so there are few openings from year to year. Skagway experiences cool summers and mild winters. Average summer temperatures are mid 50's; winter temperaturess range from 18 to 37 degrees. Within the shadow of the mountains, Skagway receives less rain than is typical of the Southeast, averaging 26 inches per year.

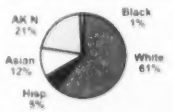
Southeast Island School District includes 11 small fishing and logging communities throughout the southern portion of the Panhandle. The district offices are located in Ketchikan. The schools are small, averaging about 20 students in each with a range of 8 to 110. Altogether the district has about 365 students. Most of the communities are isolated, and are accessible only by boat or float plane. Winters are mild, but this part of the Southeast has the most rain, averaging 50 to 150 inches annually.



Southwest Region School encompasses a mountain-bordered basin on the south coast of the Bering Sea, above Bristol Bay. The district serves 8 villages in a 25,000 square mile area surrounding the town of Dillingham, with the district office located in Dillingham (the city itself is a separate school district). The population is mostly Yupik. Altogether there are approximately 650 students, with 70 certified staff. One of the villages, Aleknagik, can be reached by road from Dillingham, but the others must be reached by light plane. Freight and fuel are delivered by barge during the summer. Temperatures range from about zero to 50 degrees, though winds produce lower chill factors. Winter brings both snow and rain.

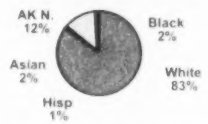
Tanana City School District is located at the confluence of the Tanana and Yukon Rivers, about 150 miles west of Fairbanks. The K-12 school serves 101 students with a professional staff of about 11. This district, which became independent in July 1982, can be reached only be air (although there is barge service that delivers supplies, machinery, and oil during the summer). Because of its location, Tanana has been a communication and transportation center for many years. Currently most of the 454 people are Athabascan Indians. Schoolwide participation in Spirit Camp with the Elders, the school-to-work-enterprise, and the Wolf Den Restaurant offer excellent self-esteem and self confidence building

Unalaska City School District is located on Unalaska Island in the Aleutian Chain. It is about two hours by air from Anchorage. The permanent population of Unalaska numbers



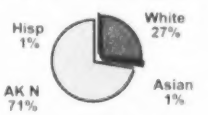
about 3,500. Of this figure, 400 are Aleut. The climate is typical for the Aleutian Chain: moderate temperatures, about 60 inches of rainfall annually, occasional storms out of the Pacific Ocean, and occasional sunny days. Unalaska is an industrialized community, with fish processing and fishing support services active year round.

Valdez City School District serves a community of 4,500 at the northern end of Prince William Sound. Once noted primarily for its fishing and mountain scenery, Valdez is now best known as the southern terminus of the Trans-Alaska Pipeline. The city has had a tumultuous history; it was nearly destroyed by the Good Friday earthquake of 1964 and the Exxon Valdez grounding on Good Friday 1989. Valdez has calmed down considerably since both booms and now enjoys an enviable tax base due to the presence of the oil tanker port facilities located there. The school district's 900 students and approximately 60 teachers enjoy outstanding facilities. The district has a long history of high academic achievements. Valdez is connected by road to the state's primary highway system.



Wrangell City School District is a district of moderate size serving the city of Wrangell and the immediate area. Wrangell's population is 2,400; the district has an enrollment of 538. Like other southeastern communities, the local economy is based on fishing and logging. Climate is moderate, and annual rainfall averages 82 inches. Wrangell is located 90 miles north of Ketchikan. It is accessible by commercial jet or via the Marine Highway.

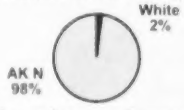
Yakutat School District is the northernmost community in Southeast Alaska. It is located on the Gulf of Alaska at the entrance of Yakutat Bay where southeastern Alaska joins the major body of Alaska to the west. This predominantly Tlingit Indian community is surrounded by the St. Elias Mountain Range, Malaspina Glacier, Hubbard Glacier and the Yakutat Forelands. It is accessible by daily commercial jet service and is also served by commercial barge service. Yakutat is a fishing community and as with many of Alaska's more isolated rural communities, the school plays a major role in the community's cultural and social life. The district enrollment is 150-175 students, and employs 15 teachers. The climate is maritime. During the spring, fall and winter months the Yakutat area is subjected to numerous storms, usually accompanied by high winds.



Yukon Flats School District encompasses 60,000 square miles of a rural Alaska setting 45 minutes air travel north and east of Fairbanks. The district serves 11 villages. The largest, Fort Yukon, is also the location of the district office. Central, Circle, and Northern Lights School can be reached by road from Fairbanks. The other villages (Arctic Village, Beaver, Birch Creek, Chalkyitsik, Stevens Village, Rampart and Venetie) are accessible only by air. However, three main airlines service the area making travel easy. The district's population is primarily Athabascan Indian. Fort Yukon, located at the confluence of the Porcupine and Yukon Rivers, is one of Interior Alaska's oldest settlements; in its early days it was a trading post for the Hudson Bay Company. The district is committed to improving curriculum and increasing technology. Each of the schools have Macintosh computer labs. Parent involvement is an integral part of the school structure. The mission of the district is to provide its students with a quality education which will insure that they will become responsible and productive citizens with pride in themselves and their culture.

Yukon-Koyukuk School District encompasses an enormous geographical area, stretching from just west of Fairbanks almost to Norton Sound, and north to the 68th parallel. The district serves villages on the Yukon, Koyukuk, and Tanana Rivers. Altogether the district enrolls about 600 students in 10 schools ranging in size from 8 to 120. The 3,500+ residents of the region live a modified subsistence lifestyle. The predominant culture is Athabascan Indian. The villages are accessible only by air, although there is considerable inter-village travel by riverboat and snow machine. Groceries and supplies must be shipped in by river barge or air freight. The climate is typical for the Interior: long, cold winters, with low humidity and relatively low precipitation levels. The district administrative office is located in Fairbanks. All schools have up-to-date ethernet LANS providing state of the art technology to all students and teachers.

Yupiit School District was founded in 1985 and consists of the villages of Akiachak, Akiak, and Tuluksak. This district is located in southwestern Alaska on the Kuskokwim River, northeast of Bethel, with headquarters in Akiachak. The district size is 19 square miles. There are approximately 350 students enrolled in the K-12 program with about 40 certified personnel. The closest large community is Bethel, which has a population of approximately 5,000. Bethel is served by two daily air carriers with connecting flights to the three villages. There is no road system in the area. Fishing, government and local trade and service businesses are the principal industries. Subsistence hunting and fishing are extremely important to the village population, and most of the residents leave their villages in the summer to go to fish camps. The school district is a significant provider of paid employment. Akiachak, with 448 residents, is the largest community, while Akiak, with 247 residents, is the smallest community in the district. Summer highs are in the 50's and 60's. Winter lows are around zero degrees. Teacher housing is reported to be some of the best in rural Alaska. The rent ranges from $350/month for a one bedroom to $650/month for a three bedroom apartment.



DISTRICT SUMMARY

District	Sq. Miles	Population	# Schools	Average Daily Membership	District Housing		Median Family Income
Alaska Gateway	20,649	2196	9	536	no		$30,222.00
Aleutian Region	3,542	132	2	18			$35,187.00
Aleutians East SD	15,000	2325	6	375	yes	$500-$1100	$42,384.00
Anchorage SD	1,884	257700	82	48,000	no		$43,946.00
Annette Island SD	8,978	1960	3	420	yes	$350-$650	$39,495.00
Bering Strait SD	80,000	5369	15	1,800	yes	$270-$450	$30,144.00
Bristol Bay SD	873	1500	3	350	no		$51,122.00
Chatham SD	43,992	1388	9	326	yes	$285-540	$38,583.00
Chugach SD	22,000	615	6	150	yes	$580-	$47,500.00
Copper River SD	23,100	2815	10	650	yes	$500-$1000	$47,500.00
Cordova City SD	6	2579	2	545	no		$47,500.00
Craig City SD	10	1950	2	424	yes	$550	$39,495.00
Delta/Greely SD	7,182	4182	4	974	no		$30,222.00
Denali Borough SD	12,800	1871	3	310	no		$47,884.00
Dillingham City SD	22	2300	2	520	no	$550-$1000	$28,779.00
Fairbanks North Sta	7,361	83842	30	16,000	no		$37,468.00
Galena City SD	24	530	2	160			$30,000.00
Haines Borough SD	2,620	2300	4	430	no		$36,048.00
Hoonah City SD	2	1228	2	283	no		$38,583.00
Hydaburg City SD	1	460	2	120	yes	$225-$400	$39,495.00
Iditarod City SD	44,441	1504	10	407	yes	$200- 1000	$27,432.00
Juneau City SD	3,100	28519	8	5,627	no		$47,924.00
Kake City SD	1	750	2	195	no	$400- 800	$49,083.00
Kashunamiut SD	1	650	2	250	yes	$232-$595	$22,215.00
Kenai Peninsula BS	25,600	45056	36	10,300	no		$42,403.00
Ketchikan Gateway	1,250	14745	7	2,825	no	$600-$1000	$45,172.00
Klawock City SD	1	900	2	207	yes	$300-$625	$39,495.00
Kodiak Island BSD	6,800	15481	16	2,800			$44,815.00
Kuspuk SD	12,120	1775	10	475	yes	$450 - $950	$25,402.00
Lake & Peninsula B	28,000	1822	16	600	yes	$386 - $814	$25,231.00
Lower Kuskokwim S	23,792	12177	26	3,357	yes	$315 - $997	$25,402.00
Lower Yukon SD	19,302	5478	11	1,929	yes	$257 - $495	$20,586.00
Matanuska-Susitna	20,544	48570	27	12,000	no		$40,745.00
Mt. Edgecumbe HS			1	285	no	$800-1200	
Nenana City SD	9	391	1	160	no		$27,432.00
Nome City SD	18	3564	3	811	no	$600-$1200	$30,144.00
North Slope BSD	88,000	7000	10	2,100	yes		$50,473.00
Northwest Arctic BS	39,000	6661	15	2,000	yes		$33,313.00
Pelican City SD	1	211	1	25	yes		$38,583.00
Petersburg City SD	2	3600	3	760	no		$49,083.00
Pribilof SD	7,182	912	3	205			$35,187.00
Sitka BSD	7,927	8500	4	1,750	no		$43,397.00
Skagway City SD	11	818	1	143	no		$38,583.00
Southeast Island S	18,856	2750	18	365	?		$39,495.00
Southwest Region S	25,000	2127	8	650	yes		$28,779.00
St. Mary's SD	52	456	2	140	yes		$20,586.00
Tanana City SD	15	454	1	101	yes	$500	$27,432.00
unalaska City SD	23	3967	1	356			$35,187.00
Valdez City SD	274	4500	4	900	no		$47,500.00
Wrangell City Sd	44	2744	3	538			$49,083.00
Yakutat SD	5,875	754	2	167			$38,583.00
Yukon Flats SD	59,865	1648	21	474	y/n		$27,432.00
Yukon/Koyukuk SD	64,000	3500	10	600	yes		$27,432.00
Yupiit SD	19	1200	6	350		$375-$750	$25,402.00

The expansive mountain area of the Chistochina River makes you as close to God's country as you will ever be.

Future Iditarod winner? Student in Yukon Flats SD.

Village of Ruby on the Yukon River, a six teacher school site serving 87 students.

Delivering mail, supplies, and teachers to Ivanoff Bay, Lake & Peninsula SD.

Part III
Getting the Job

ATP's job placement success is excellent. Registrants who attend ATP's spring or summer job fairs (or both!) have the best chance of landing a job. Based on current supply and demand trends, the job market in rural Alaska should remain strong.

How Alaska Teacher Placement Works

ATP functions as the statewide clearinghouse for educators. Teachers and administrators from Alaska, other states and other countries register with ATP for job placement assistance. One must complete a registration process and pay a non-refundable registration fee (free for first-year University of Alaska graduates) in order to receive ATP's services. This fee makes you eligible to attend the summer job fairs in Fairbanks, but **DOES NOT INCLUDE THE SPRING FAIR.**

ATP's services are individualized, with registrants receiving listed job openings in their endorsement area(s). A generic bulletin of openings is not published. Registrants also receive a copy of our publication, *Want to Work in Alaska's Public Schools? - A Guide for Educators*, and monthly newsletters which contain articles about job search strategies, job fair information, University of Alaska summer school and housing news, and supply and demand information.

Along with the referral program, ATP facilitates the hiring process by offering several job fairs where registrants have the opportunity to meet district personnel and present themselves for possible interviews.

Most of you have already written and many of you have already registered. If you have not yet registered and wish to be considered for registration, please send ATP an informative letter about yourself and attach a resume. You can also call us at (907) 474-6644. We will want to discuss your educational background and eligibility for Alaskan certification and determine whether ATP can be of assistance to you as you look for a teaching or administrative position in Alaska. ATP is happy to answer any questions you might have and will respond to any letters or phone inquiries.

Job Referrals

When a school district lists an opening with ATP, our office refers it to qualified registrants. Because our referral program is individualized, you will receive a notice regarding a job for which you qualify. The referral letter will describe the position, list qualifications and other pertinent information, and give instructions for application.

For instance, if you are a math teacher and we receive a vacancy notice for a math position, a copy of this announcement will be mailed to you within a 24 hour period. Once you receive notification of the vacancy you must decide if you are seriously interested in the position. If you are, it is your responsibility to contact the appropriate administrator and forward the necessary paperwork. It is not ATP's policy to fax your file to the various district offices, but upon the district's request this will be done.

Referrals for the ensuing year usually begin during the winter, picking up in quantity during the spring. Traditionally, superintendency announcements are received first, followed closely by other top administrative posts. Teaching positions are usually advertised during the spring and continue throughout the summer. Late summer and fall will find this office faxing files of qualified and available registrants to districts with last minute openings.

Registrants will find the referrals a good introduction to Alaska. They give an idea of where the jobs are, what the area is like and what the employment trends may be.

Telephone Interviews

Without any doubt, the best way to secure employment in rural Alaska is to attend ATP's spring or summer job fairs. If you are unable to travel to Alaska for an interview, it is still possible for you to attain employment although it will be more difficult. As a "mail-order" educator, you will want to follow up closely on referrals, paying careful attention to de-

University of Alaska Fairbanks. Photo courtesy of University Relations, UAF.

tails. You should begin with a good letter of introduction accompanied by an up-to-date professional resume. Your paperwork should stand out enough to be considered above and beyond all those who are on-site to interview with the district people on a personal basis. Working through the mail requires persistence and tenacity with all the resulting necessary paperwork and phone contacts.

Occasionally, interviews are scheduled at a mutually convenient place. Both parties travel. Districts may arrange to interview candidates in Anchorage or Juneau if they cannot be in Fairbanks. Districts do not usually pay for a candidate's travel.

Once summer arrives, mail referrals usually all but stop except for the very hard-to-fill positions. Districts are busy interviewing candidates who are on-site for the summer job fairs in Fairbanks. A lot of hiring takes place at this time. Mail announcements are only sent out if there is not a large enough pool of applicants at the job fair or if the district is unable to come to Fairbanks to interview. It is imperative that you keep ATP updated with your current phone number, address, and employment situation. Districts are only interested in those registrants whom they can contact - frequently on short notice.

Educators Spring Job Fair in Anchorage.

Spring Job Fair

ATP sponsors a spring job fair in Anchorage. This fair is an independent event and has its own registration fee separate from the ATP registration. This job fair enables educators to gain first-hand information about the different Alaskan school districts and job opportunities within Alaska. Districts that participate conduct job interviews to fill projected vacancies and to expand their personnel files for the ensuing hiring year. Traditionally, this is a three to four day event and is held in late April or early May.

Participants can expect the opportunity to attend group information sessions conducted by district personnel. During presentations, district administrators discuss qualifications they look for in educators, types of openings they generally have, and the geography, culture and structure of their district. Other presentations on resume reviews and interviewing techniques are also offered. This job fair offers a perfect format to meet and discuss career opportunities with school district personnel and to exchange ideas with other educators.

Historically, the majority of Alaska's 53 school districts have participated in this annual event. This fair marks the beginning of the hiring season and is an excellent avenue for employment - both immediate and in the succeeding summer months.

Questions about whether you should attend this job fair or the summer program (or both!) can be directed to ATP staff. Please call us for information on what job fair is best for you to attend. We will be happy to answer any of your questions and discuss job search strategies.

ATP's Summer Program - Summer in Fairbanks

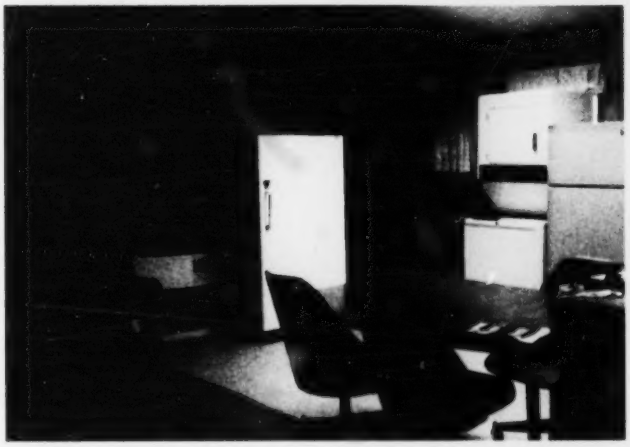
ATP sponsors a summer program for its registrants which consists of two or three job fairs, each a duration of one week. We recommend that you plan on coming to Fairbanks during the summer to attend ATP's summer program. Most Alaskan school districts participate, sending teams of recruiters to Fairbanks to interview educators who are in Fairbanks. Many contracts are offered and signed during these job fairs.

When you come to Fairbanks to participate in our summer job fairs, daily briefings are held to keep you informed of which districts will be on campus interviewing for positions. This is an excellent chance for you to meet with ATP staff to review your file and receive tips on resume writing, interview skills, and ways to make your job search successful.

If at all possible, plan to stay for the whole summer. Districts often have unanticipated vacancies and may visit our offices between scheduled job fairs as well as during scheduled dates. Whatever their arrival time, recruiters are looking for candidates to interview for their positions. If you are here when they are looking, chances for getting that sought after job are increased.

District interviews usually begin on campus at the end of May or the first part of June and continue throughout the summer. While June is usually the busiest month, steady hiring continues through July and August. Districts often make repeat visits - several returning as many as three times during the summer.

Summer Sessions: UAF has an excellent summer session program which provides the opportunity for educators to take credits toward Alaska certification and pick up some extra coursework. The class "Education and Cultural Processes" provides a framework for understanding issues in Alaskan education, covering topics such as the Alaska Native Land Claims Settlement Act, cross-cultural educational issues and methods, and anthropology of Alaska Natives. Registration for this class and others is handled through the Summer Sessions Office, PO Box 757540, Fairbanks, Alaska 99775. Their phone number is 907-474-7021, e-mail is fysummr@aurora.alaska.edu.



Could you be comfy here? Teacher housing in Portage Creek, Southwest Region, SD.

Housing: Dormitory housing is available for educators enrolled in ATP's summer program and educators enrolled in UAF summer classes are eligible for reduced dormitory housing rates. Residing in university housing is a good option for summer program participants. Rates are reasonable and access to ATP offices at short notice is possible since ATP is located on the UAF campus. For information on dormitory housing during the summer months, contact the Housing Office, University of Alaska Fairbanks, Fairbanks, Alaska 99775-0880. Their phone number is 907-474-6769. Children are not permitted to reside in dormitory housing. However there are some family apartment units available on the UAF campus.

Hotel rooms and rental units are available in the city of Fairbanks for people who desire accommodations other than those provided by the University of Alaska. Fairbanks also has several campgrounds . For further information regarding Fairbanks' accommodations and activities, call Fairbanks Convention and Visitors Bureau at 1-800-327-5774.

Transportation: If you are planning a trip to Alaska and want to meet with road system school district personnel, it is recommended that you make appointments in advance as some districts are not staffed year round. The distance between Fairbanks and Homer is about thirteen hours, one way. Fairbanks to Anchorage is about a seven hour drive. Delta Junction is a two hour drive from Fairbanks.

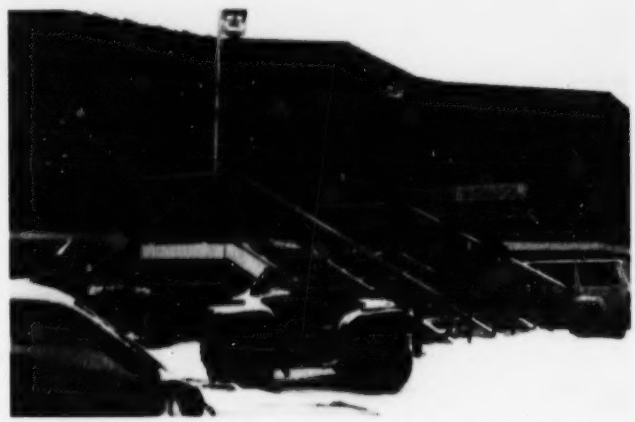
Many districts in southeast Alaska can be reached economically on the Alaska Marine Highway (the State-operated ferry system). For complete information and a schedule write: Alaska Marine Highway System, Division of Marine Transportation, Pouch R, Juneau, Alaska 99811. If you have time you might want to consider taking the ferry system through the Southeast before coming to Fairbanks for the summer.

Alaskans agree that Fairbanks has the most beautiful summers in Alaska. Some people think it has the most beautiful summers in the world. There are more than 20 hours of daylight for most of the summer and temperatures average between 70 and 80 degrees during June and July. Round the clock daylight enhances energy and provides lots of opportunity for viewing the beautiful scenery. Visitors often plan weekend camping trips to Denali National Park. Opportunities for fishing, camping, and sight-seeing are everywhere!

Learn About Alaska

Get to know Alaska. Learn about its geography, people and climate. Alaska is BIG - one-fifth the size of the rest of the United States. There are school districts in Alaska that are larger than the state of Ohio, yet serve only about 400 students. Some school districts serve geographic areas larger than 44,000 square miles. You can reach only 14 districts by road, and driving time would need to be spread over several days for any worthwhile visits. The road system in Alaska is a very small part of the state. Most of Alaska is only accessible by air or water and most of Alaska's schools are not served by the road system. While Seattle and Ketchikan appear to be not too distant on a United States map, the ferry time to connect these two cities is about 40 hours.

School district personnel are impressed with educators who have taken the time to learn about their districts. They welcome intelligent questions but expect candidates to know something about the state. Alaska is very diverse. Some areas of the state are heavily forested, get a lot of rainfall and rarely see snow or temperatures below freezing. Other parts of the state are very arid and have no trees or mountains. Most of Alaska's land is owned by the Federal government or Native corporations. These are some of the myriad facts that you might want to think about before your first interview. The more you know, the better prepared you are. A good Alaskan wall map and an up-to-date Alaska Almanac are two 'musts'. They will provide you with background information that is vital as you approach the more concrete steps of the job search.



Taxi Anyone? Alak School Wainwright, North Slope SD.

Certification

As soon as you decide you want to pursue employment in Alaska, you should apply for your Alaska teaching or administrative certificate. You must possess an Alaskan certificate, or be eligible to receive one, before a district will consider hiring you.

Alaska certification requirements include:

* completion of an approved teacher education program from an accredited institution.
* recommendation from the preparing institution or, in some specific instances, a state certifying agency verifying completion of approved program and areas of endorsement.
* official transcripts showing degree earned and official transcripts showing six semester (or nine quarter) hours earned within the last five years: Bachelors degree for Type A, Masters degree for Administrative, Speech-language Pathologist and School Psychologist.
* non-refundable fee.

Do not wait until the last minute to apply for certification. The Department of Education can have a backlog and it could take two to three months to receive your certification.

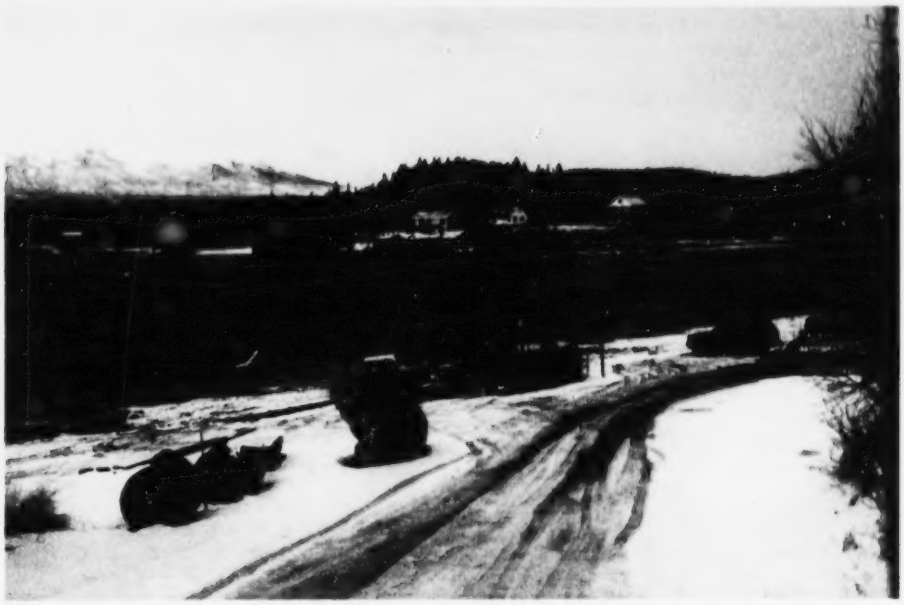
ATP staff can answer many of the general questions you have regarding certification. Staff members in the Department of Education Certification Office are very helpful and can answer specific questions. For complete information on certification, or an application for certification, contact: Office of Certification, Department of Education, 801 W. 10th St., Suite 200, Juneau Alaska 99801-1894, (907) 465-2831.

Science class at Wainwright, North Slope.

What Do Future Employment Prospects Look Like?

Rural Alaskan school districts will continue to need qualified teachers. Districts are looking for teachers with solid academic backgrounds and good references, positive attitudes, high expectations of students, good inter-personal skills, flexibility and a sense of adventure. Alaska needs good teachers!

Hopefully, this manual answered most of your questions and provided lots of useful information as you begin your job search. Alaska's educational system is so large and varied that it is impossible to cover every circumstance or question that may arise. If, after doing your reading and research, you have additional questions, please let us know and we will do our best to provide answers. If you have a sense of adventure, are resourceful, flexible, have interest and enthusiasm, and want to provide an excellent education to the young people in our state, then Alaska may well be the right place for you. If you have decided to pursue your educational career in Alaska, we look forward to assisting you with your job search.



How would you like to put your child on a boat to get to school? Aleknagik, Southwest Region SD.

Part IV
Would You Be a Great Teacher in a Small School?

It takes a special type of person to cut it in Alaska's rural schools. Many fine teachers find the city their element. Others shine brightest in small rural schools. This is the setting that best displays their many brilliant facets.

Judith Kleinfeld and G. Williamson McDiarmid of the University of Alaska Fairbanks have studied the characteristics and skills of teachers who are effective in rural schools. Some of these qualities are listed below.

Does this profile fit you? If not, think about how you can acquire these skills. Many of them are taught in college courses.

1. Intellectual Breadth and Curiosity

Most village teachers, especially in small high schools, must teach subjects outside their fields. Are you a specialist at heart? Or do you enjoy knowing a little about a lot of things?

2. Multiple Talents and Practical Skills

Rural communities need teachers who can do more than teach school. They need teachers who can start a band or choir, coach basketball or skiing, repair a generator, publish a newspaper, or build a school greenhouse. Do you have a varied background and many practical skills?

3. Political Skills

In small communities, the teacher must be an astute politician. Are you the kind of person who would notice that all your invitations come from only one faction of a community? Could you stay aloof from community controversy, especially when you know the perfect solution?

4. Interpersonal Savvy

In Alaska Native villages, teachers must decipher the unwritten rules. If an Eskimo student looks away when you talk, will you get irritated - or will you figure out that this behavior may indicate respect? No one can give you a cross-cultural communications code-book that covers every eventuality. Do you pick up on this sort of thing on your own? Teacher, they will think as much or more about your personal qualities - whether or not you are helpful, friendly, and unassuming - as about your professional skills.

5. High Academic Expectations and a Varied Repertoire of Teaching Strategies

Teacher expectations are a sensitive subject in rural Alaska. Nothing makes Native leaders angrier than teachers who use cultural differences or community drinking or anything else to excuse low achievement. Effective rural teachers have a strong academic orientation. They create warm personal relationships with students so students can see the teachers' academic demands as an expression of the teachers' concern for them.

Are you committed to teaching academics? Do you have a wide repertoire of teaching strategies to call upon if your first few tries do not work?

6. Entrepreneurial Spirit

Effective village teachers are the entrepreneurs of education. They see a small rural school as a chance to create and innovate. They form educational partnerships with the community and design an education that fits the place.

Would you find it exciting to break out of the mold and to put yourself and your professional ideas on the line?

Finally, some concluding advice:

Do Not Come to a Native Village to Find Nirvana or to Find Yourself. If you haven't found yourself, you can't very well help students caught in the turbulence of culture change to find themselves. Native villages are complicated communities-not the fulfillment of romantic fantasies about untouched wilderness.

GET PREPARED

Here are things you can do:
Talk with Alaska Teacher Placement at the University of Alaska in Fairbanks.
Enroll in cross-cultural education courses.
Expand your practical skills.
Apply for your Alaskan teaching certificate.

Suggested Reading

We recommend that you familiarize yourself with Alaska and its people. The following list of publications will help you accomplish this. Some of these publications are available at your local bookstore or library; others you will probably have to order.

Alaska Almanac. Washington: Alaska Northwest Books, A Division of GTE Discovery Publications, Inc.; 130 2nd Ave. S., Edmonds, WA 98020; 1989.

Alaska Magazine. Washington: Alaska Northwest Books, A Division of GTE Discovery Publications, Inc.; 130 2nd Ave. S., Edmonds, WA 98020.

Ernest Gruening. **The State of Alaska**. New York: Random House, 1968.

Michael Krauss. **Alaska Native Languages: Past, Present and Future.** Fairbanks: Alaska Native Language Center, University of Alaska Fairbanks, Fairbanks, AK 99775; 1980.

MaryEllen LaBerge. **Statewide Educator Supply and Demand Report**. Fairbanks: University of Alaska Fairbanks, Alaska Teacher Placement Program, Fairbanks, AK 99775-1550, 1996.

John McPhee. **Coming Into the Country.** New York: Farrar, Strauss, and Giroux, 1977.

James Michener. **Alaska**. New York: Random House, 1988.

The Milepost. Washington: Alaska Northwest Books, A Division of GTE Discovery Publications, Inc.; 130 2nd Ave. S., Edmonds, WA 98020.

Claus M. Naske. **Alaska: A History of the 49th State**. Michigan: Berdmans Publishing Company, 1978.

Richard K. Nelson. **Shadow of the Hunter**. Chicago & London: The University of Chicago Press, 1983.

Case Studies available from the University of Alaska Press:

* *Malaise of the Spirit*, by Paris Finley, edited by Judith Kleinfeld. *Revised edition. 1989. $7.50*

* *The Teacher Who Came to Rivertown*, edited by Judith Kleinfeld. *Revised edition. 1989. $7.50*

Cross-Cultural Teaching Tales, edited by Judith Kleinfeld. *1989. $5.00*

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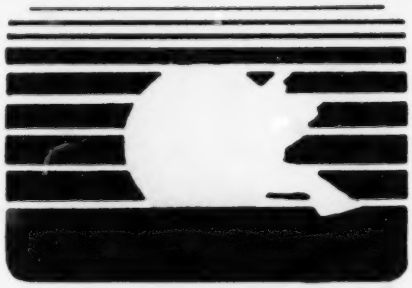

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